

# Unit 1 Facilitation with Youth

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Unit 1 is about exploring the concepts of community and safe space and beginning to develop a community among participants. Community in Unit 1 is about two different things: what a community is in a general sense and the more specific community the participants form as a group. This will lead into Unit 2's focus on the local community in which the participants live.

## **Unit 1A: Activity**

**Goal:** To introduce participants to each other and begin to create a group community.

### **The Name Game: Group Juggle (pg. 5)**

- ⇒ Best for: Groups that don't know each other at all.
- ⇒ Think about: Ability and disability within the group. Some youth may be overenthusiastic about throwing the ball; others may not be able to throw accurately or across a large circle.
- ⇒ Think about: Space available. A large, open area is preferable. If there are tables and objects around, make sure that nothing can be damaged or spilled before playing.
- ⇒ When facilitating: All members who will work directly with the youth should be present and participate.

### **Alternative Activity: Human Blackout Bingo (pg. 20)**

- ⇒ Best for: Groups that already know each other's names.
- ⇒ Think about: Preparation time. It will take some time to gather facts about each participant and make up the Bingo card.
- ⇒ Think about: Facilitation time. Depending on the size of your group, this activity may take longer than the Group Juggle.
- ⇒ Think about: Ability and disability within the group. If youth are racing to complete their Bingo card first, youth with disabilities may fall behind.
- ⇒ When facilitating: All members who will work directly with the youth should be present and participate.

## **Unit 1A: Lesson**

**Goal:** To help participants recognize that there are many factors in individuals' lives that are beyond their control.

### **How'd that Happen? (pg. 7)**

- ⇒ Think about: Flow. If you want to facilitate the questions in a circle, it can follow the Group Juggle activity easily. If you're not already in a circle, getting the group into one may take longer than asking and answering the questions. Since participants don't need to be in a circle to facilitate the activity, consider having them stay in the arrangement they were previously in.

- ⇒ Consider: Adding questions that reflect varying levels of choice. Some questions could be about things that some youth may have chosen and others may not, while others can be about things that most youth probably did choose. This can help youth begin to see the choices they do have, as well as how different people have different choices available to them.
- ⇒ When facilitating: Note the energy level and attention of the youth. If their energy starts waning during the questions, move to the discussion more quickly.
- ⇒ When facilitating: Pay close attention during the discussion. Encourage youth to participate fully in the discussion and think positively. Ask questions that highlight the positive. (e.g. None of you chose your ethnicity or your parents, but what *can* you choose?)

## **Unit 1A: Reflection**

**Goal:** To establish a common set of values and principles for the group's small community.

### **Creating a Safe Place (pg. 9)**

- ⇒ Best for: Groups where the majority of participants learn well using lists and words.
- ⇒ Consider: Giving youth think time before creating the guidelines. Introduce the concept of group agreements and ensure that all the participants understand that the guidelines will be rules they will all agree to follow throughout the CE process. Ask them to brainstorm ideas for good agreements, suggesting that they choose a couple that they think are really important (they can write them down if they want or just keep them in their heads). Give youth a few minutes to think and then start the discussion. This can be helpful for youth who learn better individually or in quiet environments.
- ⇒ When facilitating: Ensure that all participants can see the list.
- ⇒ When facilitating: Check to see if any participants need any of the guidelines clarified before they agree to abide by it. (Try using the "Alligator Mouth" Group Decision Making Model in the Facilitator's Toolkit.)
- ⇒ When facilitating: Facilitators should sign the agreements as well, establishing an environment of mutual respect between youth and members.

### **Alternative Activity: The Being (pg. 24)**

- ⇒ Best for: Groups where many of the participants learn well using images.
- ⇒ Consider: Choosing a youth who needs a lot of attention to be the model for your being.
- ⇒ Consider: Giving youth think time (see above for Group Guidelines).
- ⇒ Consider: Saving time by having the "being" drawn ahead of time or while other participants are brainstorming individually.
- ⇒ When facilitating: Facilitators should sign the agreements as well, establishing an environment of mutual respect between youth and members.

## **Unit 1B: Activity**

**Goal:** To help participants develop a sense of group identity.

## **Creating a Group Name (pg. 11)**

- ⇒ Think about: Ways to ensure that all participants are encouraged to make suggestions. Consider limiting the number of suggestions each youth can make if some voices aren't being heard or having youth brainstorm in small groups first, then having each small group make a suggestion before continuing brainstorming as a large group.
- ⇒ Consider: Using the "Alligator Mouth" Group Decision Making Model in the Facilitator's Toolkit to create consensus around the group name.

## **Unit 1B: Lesson**

**Goal:** To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.

### **Liberty and Justice for All (pg. 13, Handout pg. 18)**

- ⇒ Think about: How familiar your youth participants are with the Fourth of July holiday and the Declaration of Independence. Some youth may already be very familiar with the meaning behind both while others may not. Tailor your facilitation to your participants.
- ⇒ Think about: Time and scheduling. The discussion about the Declaration could take longer than fifteen minutes.
- ⇒ Think about: The Lesson goal and theme. The goal is to help youth see the Declaration as a call to action. Social justice movements have historically used the opening to the Declaration of Independence as such, including Martin Luther King, Jr. in his "I Have a Dream" speech. Consider discussing the ways in which the Declaration has been used as a call to action throughout the history of the U.S.
- ⇒ Consider: Leading into the discussion with a different opening question. Questions could gauge participants' familiarity with the Declaration (e.g. Has anyone read the Declaration of Independence? What do you remember about it? Why is it important?), or they could compare the Declaration to other important founding documents (e.g. What's the difference between the Declaration and the Bill of Rights/Constitution/Preamble?). The lead-in question needs to get youth thinking about the founding principles of the U.S.
- ⇒ Consider: Intentionally adding a discussion about the history of civil rights and social justice after participants have discussed what the Declaration means. Utilize the references made to these subjects on the handout in the *Roadmap* as starting points for a discussion and consider providing additional information for participants (such as the "I Have a Dream" speech -- full text and audio available at: <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>). Encourage youth to be honest about what they think. They may need additional encouragement because the CE process is still new to them. Plan to take extra time to have a full discussion.

## **Unit 1B: Reflection**

**Goal:** To strengthen group identity.

### **Create Group Shirts (pg. 16)**

- ⇒ Think about: Necessary supplies. Getting enough t-shirts and/or decorating supplies for all youth could be a challenge. Have back-up plans in case these supplies can't be acquired.

- ⇒ Think about: How neat and clean you need to leave your facilitation space. If the room you're facilitating in is carpeted, it may not be a good idea to decorate the shirts there. The activity could be done outside or in some other work or art space.

#### **Alternative Activity: The "Me Chart" (pg. 21)**

- ⇒ Think about: Necessary supplies. You'll need enough paper for each participant to make a journal, as well as other materials to create the cover. Ensure you have enough for all participants to be working.
- ⇒ Think about: Time needed to construct the journals. Youth may be able to construct the journals during the time given to the activity, but if there isn't time for that, members will need to set aside time to finish them.

#### **Alternative Activity: Paper Quilt (pg. 25) and Community Quilt (pg. 28)**

- ⇒ Think about: Necessary supplies. Depending on who your youth partner is, many of these supplies could be available through them. For the community quilt, it may be easiest to see if someone is willing to donate an old bed sheet.
- ⇒ Think about: Time necessary to create the quilt. At least one member will have to spend extra time before the session creating the squares and after the session completing the quilt. Note: This can be a good way for member(s) who aren't directly facilitating to help with the youth portion.

#### **Alternative Activity: Friendship Bracelets (pg. 29)**

- ⇒ Think about: Necessary supplies. Depending on the size of your group, it may be difficult to get enough materials for each participant to make their own bracelet in the same colors.